UNITED NATIONS **ST**

Secretariat

ST/IC/1995/72
3 November 1995

INFORMATION CIRCULAR

To: Members of the staff at Headquarters

From: The Assistant Secretary-General for Human Resources Management

Subject: INFORMATION TECHNOLOGY TRAINING

1. The purpose of the present information circular is to explain the types of computer training available at New York Headquarters and to outline the procedures for arranging participation in the programmes. During the past several years a rapid growth in the number of personal computers and connections to the Headquarters local area network has taken place resulting in the widespread availability of computer resources in all offices. However, the efficient use of computer resources depends on a greater familiarity of all staff with computer technology in general and with how it is specifically used within the staff member's own office. Towards this end, the Office of Human Resources Management encourages staff, supervisors and their managers to take advantage of the training resources described below.

2. At this time, the Training Service of the Office of Human Resources Management has facilities to offer ongoing instruction to provide the necessary knowledge and skills for the following types of information technology users:

(a) Staff who need an orientation in the information technology resources at the United Nations and how they can be used in carrying out a department's work programme;

(b) Staff who need to work in the standard application software adopted by the United Nations;

(c) Staff who are responsible for managing and maintaining the computerized information resources of their office.

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3. The standard software applications supported at Headquarters currently include DOS, Windows, WordPerfect, Paradox, dBase, Quattro Pro, Lotus 1-2-3, Harvard Graphics and cc:Mail. Training programmes for non-standard software and specialized computer topics are set up in consultation with the Electronic Services Division of the Office of Conference and Support Services, and are available either as self-study modules or can be specially arranged through the procedures detailed in paragraphs 17 to 19 below.

4. In order to provide flexibility in course scheduling and course content, three types of instructional delivery programmes are available:

(a) Self-study courses in standard software and other common computer topics;

(b) Instructor-led courses for standard United Nations software;

(c) Special training set up to meet department-specific information system needs.

5. Departments and offices should consider these training alternatives to enable their staff to develop and maintain the skills required to use effectively the computer resources either already available or foreseen for use by their organizational unit. On an annual basis, the Training Service will request departments and offices to submit their projected training needs for both staff development in general and technology-related implementations in particular. Training resources will be allocated accordingly.

A. Self-study courses in standard software and other common computer topics

6. The Training Service offers a range of individual study materials which allow staff to learn computer concepts and skills at their own pace. These materials are particularly appropriate for persons needing flexibility in their training schedules because the work demands of their office do not permit them to attend courses at the time of an instructor-led class or because the training need is immediate and cannot await a scheduled class.

7. Staff are, however, also encouraged to use the individual study materials to better prepare themselves for instructor-led courses. The benefits to be gained from the instructor-led courses are directly related to the degree to which each individual in a class possesses the appropriate entry-level skills. Experience shows that familiarity with basic course concepts allows the course to proceed at a faster pace, offers the opportunity for trainees to investigate topics in greater depth and increases the amount of information retained. For this reason, in some cases, completion of an individual study course is a prerequisite for enrolment in an instructor-led course.

8. The Training Service operates a computer learning centre to accommodate staff members using the individual study materials or practising their computer skills. There are computer-based tutorial programmes not only for all standard software applications used at Headquarters, but also in such areas as local area

networks (LANs), database concepts and systems design. A catalogue describing the specific courses available can be consulted in the learning centre.

9. The learning centre is located in rooms GA-36A and GA-36B and is available for use from 9.30 a.m. to 5 p.m. However, staff using the learning centre for the first time or needing special assistance are requested to visit the centre between 11 a.m. and 2 p.m., Monday through Thursday, when a training assistant is available to help in the use of the tutorials. Arrangements with the training assistant can be made either in person or by calling the learning centre at extension 3-0770.

10. In addition, computer-based tutorials are available over the United Nations LAN. Staff are able to log in from their own computers (using the log-in ID, tutor@training@un, with no password) and use the tutorials according to their own schedule. Access instructions are available through departmental LAN administrators or from the learning centre.

B. Instructor-led courses for standard United Nations software

11. The instructor-led training programmes offered by the Training Service cover essentially the same topics as the individual study materials. However, the instructors can vary the order and style of presentation of topics, depending on the background and interests of the trainees, and directly address particular interests or problems raised by individuals. The benefits of an instructor-led course are maximized when the participants have similar backgrounds and interests. For this reason, the Training Service requires that requests for training indicate the staff member's ability levels in the prerequisite computer skills on the computer training application form as well as his/her objectives for taking the training.

12. An application for instructor-led computer training can be found in annex I. Forms are also available from departmental LAN administrators and training focal points. They can also be obtained from the Training Service in rooms GA-34 (ext. 3-2317) and DC1-201 (ext. 3-6926). Photocopies of the application forms may be submitted.

13. A list of currently available instructor-led courses appears in annex II. Applicants wishing to enrol in intermediate and advanced courses must fill out the relevant skills questionnaire in annex III to indicate that they have the necessary prerequisite skills.

14. Because of the limited resources available for instructor-led personal computer training, participation is limited to staff who meet the following criteria, as certified by the staff member's immediate supervisor and Executive Office:

(a) The staff member's office must have a specifically identified application for which the software is being/will be used;

(b) The staff member's current job functions must require the use of the software package;

(c) The software must already be installed on the computer the staff member will be using;

(d) The staff member must meet the course prerequisites.

15. In addition, it is essential that computer training be scheduled so that the trainee can immediately put to use the skills learned in the classroom. Delays of only a short period of time may significantly reduce the effectiveness of the training received.

16. The Training Service will make every effort to schedule training so as to meet each office's essential needs. For their part, offices should contact the Training Service as soon as possible in the event of cancellations or changes in plans, so that other eligible staff can participate and optimum use is made of training resources.

C. Special training set up to meet department-specific information system needs

17. Wherever possible, offices should use standard software packages supported by the Organization. As explained in document ST/IC/1991/4, in the case where offices acquire software packages other than those officially supported by the Organization, it will be the responsibility of the individual office to arrange for training and technical support for such software.

18. None the less, it is recognized that there will be circumstances where special training needs will arise. Departments requiring such training should contact the Training Service to obtain assistance in identifying training resources and in preparing special training sessions. In some instances it may be possible to arrange on-site training for several staff, rather than sending individuals to courses offered by outside institutes at a premium cost. Requests for assistance must be submitted in writing to the Chief of the Training Service, Office of Human Resources Management. The Training Service will accommodate these requests as budgetary resources permit.

19. To ensure that requests are given due priority, it is imperative that they be included in the yearly departmental training plan referred to in paragraph 5 above, and that office managers assess and include their specialized training needs at the time of formulating their departmental budget submissions. In particular, departmental plans to acquire new equipment or to develop new information systems must be flagged and projections for training, maintenance, and support costs accordingly included in the budget submissions. At this time, the Training Service should also be contacted to ensure that training resources can be requested well in advance.

20. Information circular ST/IC/1992/50 of 14 September 1992 on computer training is hereby superseded.

ANNEX I

APPLICATION FOR COMPUTER TRAINING

UNITED NATIONS, OHRM/TRAINING SERVICE

Part I. To be completed by the applicant: ***(Please print)***

1. Index No. _____ 2. Applicant's Name _____

3. Dept/Unit _____ 4. Room _____ 5. Extension _____ 6. Grade/Level _____ 7. Sex _____

8. Course requested *(Please refer to annex II)*

For the course requested, what is your experience with the DOS and Windows versions of the software? *(Circle one rating for each)*

8a. (DOS, any ver.) a. Little/no experience b. Had previous course only c. Have working experience

8b. (WIN, any ver.) a. Little/no experience b. Had previous course only c. Have working experience

If you have previous experience with any version of the software for which you are requesting training, a previous course or working experience, fill out the relevant assessment questionnaire in annex III.

9. How would you describe your typing skills? *(Circle one)*

a. Adequate for my purposes b. Can get by but would like more practice c. Slow and in need of training d. Do not know how to type

10. Are you familiar with using the computer keyboard? YES ___ NO ___

11. Are you familiar with basic file management concepts (drives, directories, subdirectories, copying, moving, deleting, etc.)? YES ___ NO ___

12. Are you used to using a mouse for pointing, clicking, and selecting application choices? YES ___ NO ___

13. Are you familiar with Windows menu and scroll bars, as well as sizing and moving Windows? YES ___ NO ___

Complete the application acknowledgement receipt in Part IV and then pass the completed forms to your supervisor for Part II.

Part II. To be completed by applicant's immediate supervisor:

Please provide the following information about the applicant's use of the personal computer.

14. The applicant needs to attend this course in order to perform current job functions. YES ___ NO ___

15. The software for which training is being requested can be accessed on the computer the applicant uses. YES ___ NO ___

16. This application for training is related to a formal request to the Electronic Services Division for equipment or software installation. YES ___ NO ___

17. Briefly explain the application for which the requested software is intended.

_____

Signature _____ Name *(please print)* _____

Title _____ Room _____ Extension _____ Date _____

Please send to your Executive Office for authorization and forwarding to the Training Service.

Part III. To be completed by the Executive Office

18. Please indicate the priority assigned to this request in relation to other requests from the department for computer training:

High ___ *(attach explanation)* Normal ___ Low ___

Signature _____

Name (please print) _____ Date _____

Return WordPerfect applications to the Training Service, DC1-201, all others return to the Training Service, GA-34.

Part IV. This portion will serve as your mailing label and will be returned to you to acknowledge receipt of your computer training application. *(Please print legibly).*

Name _____

Room No. _____

Office _____

Course requested _____

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ANNEX II

TRAINING SERVICE INSTRUCTOR-LED COMPUTER COURSE OFFERINGS

Topic area	Course code	Course name
Orientation	PCORIENT	Introduction to the Personal Computer (TR-H-01)
DOS	DOSA	Introduction to DOS (TR-H-40)
	DOSC	Advanced DOS (TR-H-50)
Windows	WINA	Introduction to Windows (TR-H-48)
Word-processing for DOS	WPFA1	Introduction to WordPerfect 5.1 (TR-K-10)
	WPFB	Intermediate WordPerfect 5.1 (TR-K-20)
	WPFC	Advanced WordPerfect 5.1 (TR-K-30)
	WPMU	Using and Editing WordPerfect 5.1 Macros (TR-K-41)
	WPMP	WordPerfect 5.1 Macro Programming (TR-K-42)
Word-processing for Windows	WPFA1W	Introduction to WordPerfect 6.1 for Windows (TR-K-10W)
	WPFBW	Intermediate WordPerfect 6.1 for Windows (TR-K-20W)
	WPFCW	Advanced WordPerfect 6.1 for Windows (TR-K-30W)
Databases for DOS	DB4A	Introduction to dBASEIV (TR-H-45)
	DB4B	Intermediate dBASEIV (TR-H-55)
	DB4C	Advanced dBASEIV (TR-H-65)
	DB4DC	dBASEIV Programming (TR-H-77)
	PDX4A	Introduction to Paradox (TR-H-89A)
	PDX4B	Intermediate Paradox (TR-H-89B)
	PDX4C	Advanced Paradox (TR-H-89C)
	PDX4D	Paradox Programming (TR-H-89D)
Databases for Windows	PDXW5A	Introduction to Paradox for Windows (TR-H-43W50)
	PDXW5B	Intermediate Paradox for Windows (TR-H-57W50)
	PDXW5C	Advanced Paradox for Windows (TR-H-63W50)
	PDXW5D	Introduction to Object PAL Programming (TR-H-89DW50)
Spreadsheets for DOS	LOTA	Introduction to Lotus 1-2-3 (TR-H-42)
	LOTB	Intermediate Lotus 1-2-3 (TR-H-53)
	LOTC	Advanced Lotus 1-2-3 (TR-H-52)
	LOTD	Lotus Macros (TR-H-62)
	QPROA	Introduction to Quattro Pro (TR-H-44)
	QPROB	Intermediate Quattro Pro (TR-H-54)
	QPROC	Advanced Quattro Pro (TR-H-64)
Spreadsheets for Windows	QPW6A	Introduction to Quattro Pro for Windows (TR-H-44W60)
	QPW6B	Intermediate Quattro Pro for Windows (TR-H-54W60)
	QPW6C	Advanced Quattro Pro for Windows (TR-H-64W60)
Graphics	HGA	Introduction to Harvard Graphics (TR-H-46)
	HGC	Advanced Harvard Graphics (TR-H-56)
E-Mail	CCM	cc:Mail 4.0 for DOS Introduction (TR-H-86)
	CCMW	cc:Mail 2.0 for Windows (TR-H-88)

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ANNEX III

SOFTWARE SKILLS QUESTIONNAIRES

Index No. _____ Name _____

WORD-PROCESSING SKILLS ***(Complete this part only if you need WordPerfect training and have previous word processing experience)***

Please indicate the version of WordPerfect which you will be using:
WordPerfect 5.1 for DOS _____ ***WordPerfect 6.1 for Windows*** _____ ***Other*** *(please specify)* _____

1. Please rate your WordPerfect skills (check one descriptor):

   a. _____ I am a complete beginner.

   b. _____ I know something about word-processing concepts in general, but am unfamiliar with WordPerfect commands.

   c. _____ I know enough WordPerfect to create, edit and print basic documents.

   d. _____ I know the basic functions of WordPerfect as well as some advanced functions such as merges, tables and macros.

   e. _____ I am an experienced WordPerfect DOS user, but not familiar with the Windows version.

   f. _____ I have an advanced knowledge of WordPerfect and my questions tend to be technical in nature.

2. Indicate the type of word-processing responsibilities you will have in carrying out your job functions (check all that apply):

   a. _____ Informal - typing drafts or documents whose format is determined principally by yourself.

   b. _____ Formal - producing formal documents for the office requiring adherence to formatting guidelines and standards (i.e., memoranda, cables, etc.), carrying out mass production tasks such as address labels and mail merges.

   c. _____ Desktop publishing - producing documents containing tables and graphics along with close attention to font styles and document layout, and/or the production of large documents requiring coordination of heading and text styles.

3. Rate on a scale of 1 to 4 your familiarity with the WordPerfect software you know best, DOS or Windows (*version* _____):
   Circle the number which best describes your rating, where:

> 1 = I am unfamiliar with the function and am unsure what it involves.
> 2 = I have heard of the function, but I would need training to use it.
> 3 = I can carry out the function with occasional reference to a manual.
> 4 = I can carry out the function without any reference to a manual.

a.	Cursor movement and navigation within the software environment	4	3	2	1
b.	Document creation and editing	4	3	2	1
c.	Copying and moving text:				
	i) within a document	4	3	2	1
	ii) from one document to another	4	3	2	1
d.	Document and text formatting	4	3	2	1
e.	Use of reveal codes in WordPerfect	4	3	2	1
f.	Directory management and document filing	4	3	2	1
g.	Spell-checking a document	4	3	2	1
h.	Printing a document	4	3	2	1
i.	Text enhancements (center, justify, underline, bold)	4	3	2	1
j.	Setting tabs and margins	4	3	2	1
k.	Page breaks and automatic pagination	4	3	2	1
l.	Working with second documents	4	3	2	1
m.	Creation of headers and footers	4	3	2	1
n.	Automatic outlining and paragraph numbering	4	3	2	1
o.	Creation of decimal tabs and columns	4	3	2	1
p.	Merging	4	3	2	1
q.	Sorting	4	3	2	1

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Index No. _____ Name _____

WORD-PROCESSING SKILLS *(continued)*

1 = I am unfamiliar with the function and am unsure what it involves
2 = I have heard of the function, but I would need training to use it
3 = I can carry out the function with occasional reference to a manual
4 = I can carry out the function without any reference to a manual

r.	Macros				
	i) Using	4	3	2	1
	ii) Creating	4	3	2	1
	iii) Editing	4	3	2	1
s.	Labels generation	4	3	2	1
t.	Printing on envelopes	4	3	2	1
u.	Font selection	4	3	2	1
v.	Insertion of superscripts /subscripts	4	3	2	1
w.	Using the Compose feature	4	3	2	1
x.	Setting up text columns	4	3	2	1
y.	Generation of table of contents and indices	4	3	2	1
z.	Aligning text using justification and line height	4	3	2	1
aa.	Creating and using styles	4	3	2	1
ab.	Changing environment and display options	4	3	2	1
ac.	Use of graphics within a document	4	3	2	1

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Index No. _____ Name _____

DOS SKILLS ***(Complete this part only if you need DOS training and have previous experience with computer operating systems.)***

Please indicate the version of DOS which you will be using:

DOS 5.0 ____ ***DOS 6.0*** ____ ***Other*** *(please specify)*: _____

1 Please rate your DOS skills (check one descriptor):

a ____ I am not familiar with any computer software program.

b ____ I regularly use computer software applications (e.g., WordPerfect, Paradox, Lotus 1-2-3, cc:Mail, etc.), but am unfamiliar with DOS concepts.

c ____ I can use basic DOS commands to navigate through the directories of any of my local drives (i.e., A:, B:, C:) and can copy files from one location to another.

d ____ I am familiar enough with the DOS user's guide to look up DOS commands and modify my autoexec.bat file.

e ____ I can work with my config.sys file to customize my system.

f ____ I am familiar with batch commands (e.g., call, goto, if, pause, etc.) and can follow the logic of batch programs.

2 Indicate your principal objective in taking a DOS course (check one of the following):

a ____ To improve my general computer background knowledge and understanding of the operation of personal computers.

b ____ To copy or move document or data files from one location to another (e.g., from one directory to another).

c ____ To better understand the setup of autoexec.bat and config.sys files.

d ____ To better understand the setup of batch program files.

e ____ To be better prepared to carry out my duties as an EDP focal point for my office unit.

f ____ Other *(please specify)*: _____

3 Rate on a scale of 1 to 4 your familiarity with the following DOS features. Circle the number which best describes your rating, where:

> 1 = I am unfamiliar with the function and am unsure what it involves.
> 2 = I have heard of the function, but I would need training to use it.
> 3 = I can carry out the function with occasional reference to a manual.
> 4 = I can carry out the function without any reference to a manual.

a.	Booting the PC	4	3	2	1
b.	Entering DOS commands at the DOS prompt	4	3	2	1
c.	Setting or changing the default disk drive	4	3	2	1
d.	DOS commands TIME and DATE	4	3	2	1
e.	DOS commands DIR, COPY, DEL	4	3	2	1
f.	DOS wildcard symbols	4	3	2	1
g.	DOS commands VER, CLS, RENAME, XCOPY, UNDELETE	4	3	2	1
h.	Setting up or modifying the directory structure of a disk	4	3	2	1
i.	DOS commands PROMPT, CD, MD, and RD	4	3	2	1
j.	DOS commands FORMAT and UNFORMAT	4	3	2	1
k.	DOS commands BACKUP and RESTORE	4	3	2	1
l.	DOS command DISKCOPY	4	3	2	1
m.	DOS command editing keys F1 through F6	4	3	2	1
n.	The DOSKEY program	4	3	2	1
o.	DOSKEY macros	4	3	2	1
p.	Viewing and printing text files	4	3	2	1
q.	Updating a directory with the REPLACE command	4	3	2	1

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Index No. _____ Name _____

DOS SKILLS *(continued)*

1 = I am unfamiliar with the function and am unsure what it involves
2 = I have heard of the function, but I would need training to use it
3 = I can carry out the function with occasional reference to a manual
4 = I can carry out the function without any reference to a manual

r.	Specifying a search path	4	3	2	1
s.	Backing up and restoring directories and files	4	3	2	1
t.	Recovering files from defective disks	4	3	2	1
u.	Partitioning a hard disk	4	3	2	1
v.	Using FDISK	4	3	2	1
w.	Redirecting command input and output	4	3	2	1
x.	Passing information through filter commands	4	3	2	1
y.	Using the MS-DOS editor	4	3	2	1
z.	Configuring the MS-DOS editor	4	3	2	1
aa.	Creating batch files	4	3	2	1
bb.	Batch file sub-commands	4	3	2	1
cc.	Running batch files from other batch files	4	3	2	1
dd.	Using replaceable parameters in a batch program	4	3	2	1
ee.	Controlling program flow with IF and GOTO	4	3	2	1
ff.	Customizing the system with the autoexec.bat and config.sys files	4	3	2	1
gg.	Using DOS to manage extended and expanded memory resources	4	3	2	1
hh.	Speeding up the system through efficient file and disk organization	4	3	2	1
ii.	Using the Fastopen, SMARTDrive and RAMDrive programs	4	3	2	1
jj.	Using Task Swapper	4	3	2	1

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Index No. _____ Name _____

WINDOWS 3.1 SKILLS *(Complete this part only if you need Windows training and have previous experience with the product.)*

Please indicate your current ability for each Windows skill listed in each section below. Rate on a scale of 1 to 4 your familiarity with the following Windows features. Circle the number which best describes your rating where:

> 1 = I am unfamiliar with the function and am unsure what it involves.
> 2 = I have heard of the function, but I would need training to use it.
> 3 = I can carry out the function with occasional reference to a manual.
> 4 = I can carry out the function without any reference to a manual.

a.	Identifying major parts of the window	4	3	2	1
b.	Using menus and dialog boxes	4	3	2	1
c.	Opening, arranging and moving between application windows	4	3	2	1
d.	Using the control panel	4	3	2	1
e.	Using accessory programmes and desktop accessories	4	3	2	1
f.	Using File Manager	4	3	2	1
g.	Doing common file maintenance tasks: selecting, deselecting, copying, moving renaming, creating and deleting directories	4	3	2	1
h.	Copying and pasting information from one application to another	4	3	2	1
i.	Customizing non-Windows applications with the PIF Editor	4	3	2	1
j.	Identifying common problems and general troubleshooting strategies	4	3	2	1
k.	Optimizing the config.sys and autoexec.bat files	4	3	2	1
l.	Using the win.ini and system.ini files	4	3	2	1
m.	Using the Clipboard to exchange information between Windows and non-Windows programmes	4	3	2	1
n.	Using Windows utilities, including bootlog.txt, Dr. Watson and Microsoft Diagnostics	4	3	2	1
o.	Linking objects from one application to another	4	3	2	1
p.	Embedding objects from one application to another	4	3	2	1
q.	Using different font technologies, including screen fonts, printer fonts and TrueType fonts	4	3	2	1

Index No. _____ Name _____

DATABASE SKILLS *(Complete this part only if you need Paradox training and have previous experience with database software.)*

Please indicate the version of Paradox which you will be using:

Paradox 4.5 for DOS ____ ***Paradox 5.0 Windows*** ____ ***Other*** *(please specify)* _____

1. Please rate your Paradox database skills (check one descriptor):

   a. ____ I am a complete beginner.
   b. ____ I know something about database concepts in general, but am unfamiliar with Paradox commands.
   c. ____ I know enough Paradox to create and edit tables, as well as print basic reports.
   d. ____ I know the basic functions of Paradox and have experience running queries, creating scripts or customizing reports.
   e. ____ I am an experienced Paradox for DOS user, but not familiar with the Windows version.
   f. ____ I have an advanced knowledge of Paradox and my questions tend to be technical in nature and require PAL programming.

2. Indicate how you principally use or intend to use Paradox (check one of the following):

   a. ____ Database entry or running of routine reports and scripts created by a database manager.
   b. ____ Creation of personal databases only to be accessed by yourself.
   c. ____ Creation and maintenance of databases as a database manager for access by others.

3. Rate on a scale of 1 to 4 your familiarity with the following Paradox functions in the software version you know best, DOS or Windows (version _____). Circle the number which best describes your rating where:

> 1 = I am unfamiliar with the function and am unsure what it involves.
> 2 = I have heard of the function, but I would need training to use it.
> 3 = I can carry out the function with occasional reference to a manual.
> 4 = I can carry out the function without any reference to a manual.

a.	Cursor movement and navigation within the database environment	4	3	2	1
b.	Creation of database tables	4	3	2	1
c.	Adding, editing and deleting records from a database	4	3	2	1
d.	Creating tables using most field types, including memo fields	4	3	2	1
e.	Creating and executing a variety of queries on a single table	4	3	2	1
f.	Creating tabular reports using groups, calculations and summary fields	4	3	2	1
g.	Creating a field calculation and summary calculation in a query	4	3	2	1
h.	Restructuring and modifying a table	4	3	2	1
i.	Creating free-form reports	4	3	2	1
j.	Creating mailing labels	4	3	2	1
k.	Using special fields in a report: calculated, summary, date, time and page	4	3	2	1
l.	Applying validity checks to Paradox fields	4	3	2	1
m.	Creating multi-table reports, forms and queries	4	3	2	1
n.	Cross-tabulated and graphed selected data	4	3	2	1
o.	Recording and playing queries and simple Paradox scripts	4	3	2	1
p.	Designing a custom application for data entry and modification	4	3	2	1
q.	Using the Debugger	4	3	2	1
r.	Creating custom dialog boxes and menus	4	3	2	1
s.	Assigning and using variables and simple arrays	4	3	2	1
t.	Using IF, SWITCH, WAIT, FOR, SCAN and WHILE to control scripts	4	3	2	1
u.	Using functions	4	3	2	1

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Index No. _____ Name _____

QUATTRO PRO SKILLS *(Complete this part only if you need Quattro Pro training and have previous experience with spreadsheet software.)*

Please indicate the version of Quattro Pro which you will be using:

Quattro Pro 5.0 for DOS ____ ***Quattro Pro 5.0 Windows*** ____ ***Other*** *(please specify)* _____

1 Please rate your Quattro Pro spreadsheet skills (check one descriptor):

a. ____ I am a complete beginner.

b. ____ I know something about spreadsheet concepts in general, but am unfamiliar with Quattro Pro commands.

c. ____ I know enough Quattro Pro to create and modify worksheets and print reports.

d. ____ I know Quattro Pro basics as well as some advanced features such as graphing, the "what if" function, macros and database commands.

e. ____ I am an experienced Quattro Pro for DOS user, but am unfamiliar with the Windows version.

f. ____ I have an advanced knowledge of Quattro Pro and my questions tend to be technical in nature.

2 Indicate how you principally use or intend to use Quattro Pro (check one of the following):

a. ____ Spreadsheet data entry or running of routine macros created by someone else.

b. ____ Creation of personal spreadsheets only to be accessed by yourself.

c. ____ Creation and maintenance of worksheets as a database manager for access and use by others.

3 Rate on a scale of 1 to 4 your familiarity with the following Quattro Pro spreadsheet functions in the software version you know best, DOS or Windows (*version*: _____). Circle the number which best describes your rating where:

> 1 = I am unfamiliar with the function and am unsure what it involves.
> 2 = I have heard of the function, but I would need training to use it.
> 3 = I can carry out the function with occasional reference to a manual.
> 4 = I can carry out the function without any reference to a manual.

a.	Cursor movement and navigation within a spreadsheet	4	3	2	1
b.	Moving to specific screen locations, even on large worksheets	4	3	2	1
c.	Entering labels (text) and values (numbers)	4	3	2	1
d.	Creating formulas and using the built-in functions to calculate results based on worksheet value entries	4	3	2	1
e.	Editing a worksheet to add, delete and change the location of information	4	3	2	1
f.	Controlling the appearance of a worksheet by specifying the position of labels, the width of columns and the appearance of numbers	4	3	2	1
g.	Managing and maintaining worksheet files on the disk	4	3	2	1
h.	Printing a worksheet	4	3	2	1
i.	Using the special spreadsheet features (title lock, windows, range names security, audit, SQZ!)	4	3	2	1
j.	Using @functions to calculate an average, minimum, maximum; date and time stamp a report; and perform date arithmetic	4	3	2	1
k.	Sorting data in a spreadsheet or database	4	3	2	1
l.	Using the Group feature	4	3	2	1
m.	Working with multiple notebook pages in the same spreadsheet	4	3	2	1
n.	Combining and linking data from several sheets	4	3	2	1
o.	Generating a graph from data in a sheet	4	3	2	1
p.	Printing sheets and graphs	4	3	2	1
q.	Using Block commands	4	3	2	1
r.	Using functions to create lookup tables and calculate payments	4	3	2	1

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Index No. _____ Name _____

QUATTRO PRO SKILLS *(continued)*

1 = I am unfamiliar with the function and am unsure what it involves
2 = I have heard of the function, but I would need training to use it
3 = I can carry out the function with occasional reference to a manual
4 = I can carry out the function without any reference to a manual

s.	Using special spreadsheet features, including block names	4	3	2	1
t.	Using different file combination techniques to consolidate or link information from multiple worksheets	4	3	2	1
u.	Using Solve For to solve for a variable	4	3	2	1
v.	Using a variety of database commands, including sorting and querying	4	3	2	1

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Index No. _____ Name _____

LOTUS 1-2-3 SKILLS ***(Complete this part only if you need Lotus 1-2-3 training and have previous experience with spreadsheet software.)***

Please indicate the version of Lotus 1-2-3 which you will be using:

Lotus 1-2-3 (3.4) for DOS _____ ***Other*** *(please specify)* _____

1. Please rate your spreadsheet skills (check one descriptor):

   a. _____ I am a complete beginner.

   b. _____ I know something about spreadsheet concepts in general, but am unfamiliar with Lotus 1-2-3 commands.

   c. _____ I know enough Lotus 1-2-3 to create and modify worksheets, and print reports.

   d. _____ I know the basics of Lotus 1-2-3 functions as well as some advanced features such as graphing, the "what-if" function, macros and database commands.

   e. _____ I have an advanced knowledge of Lotus 1-2-3 and my questions tend to be technical in nature.

2. Indicate how you principally use or intend to use Lotus 1-2-3 (check one of the following):

   a. _____ Spreadsheet data entry or running of routine macros created by someone else.

   b. _____ Creation of personal spreadsheets only to be accessed by yourself.

   c. _____ Creation and maintenance of worksheets as a database manager for access and use by others.

3. Rate on a scale of 1 to 4 your familiarity with the following Lotus 1-2-3 spreadsheet functions in the software version you know best (*please indicate which version* _____). Circle the number which best describes your rating where:

> 1 = I am unfamiliar with the function and am unsure what it involves
> 2 = I have heard of the function, but I would need training to use it
> 3 = I can carry out the function with occasional reference to a manual
> 4 = I can carry out the function without any reference to a manual

a.	Cursor movement and navigation within a spreadsheet	4	3	2	1
b.	Moving to specific screen locations, even on large worksheets	4	3	2	1
c.	Entering labels (text) and values (numbers)	4	3	2	1
d.	Creating formulas and using the 1-2-3 built-in functions to calculate results based on worksheet value entries	4	3	2	1
e.	Controlling the appearance of a worksheet by specifying the position of labels, the width of columns and the appearance of numbers	4	3	2	1
f.	Editing a worksheet to add, delete and change the location of information	4	3	2	1
g.	Duplicating worksheet entries to save key entry time	4	3	2	1
h.	Managing and maintaining worksheet files on the disk	4	3	2	1
i.	Printing a worksheet using WYSIWYG	4	3	2	1
j.	Using Range commands	4	3	2	1
k.	Sorting data in a spreadsheet database	4	3	2	1
l.	Using the @functions to calculate an average, minimum and maximum; time and date stamp a report; and perform date arithmetic	4	3	2	1
m.	Performing "what-if" analysis on variable data by using the @IF function	4	3	2	1
n.	Using the @VLOOKUP and @HLOOKUP functions to retrieve values in a table	4	3	2	1
o.	Working with different file combination techniques	4	3	2	1
p.	Working with a variety of techniques to increase spreadsheet security	4	3	2	1
q.	Creating three-dimensional spreadsheets, including formatting, copying, erasing and entering formulas	4	3	2	1

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Index No. _____ Name _____

LOTUS 1-2-3 SKILLS *(continued)*

1 = I am unfamiliar with the function and am unsure what it involves
2 = I have heard of the function, but I would need training to use it
3 = I can carry out the function with occasional reference to a manual
4 = I can carry out the function without any reference to a manual

r.	Working with multiple files	4	3	2	1
s.	Creating links between files	4	3	2	1
t.	Creating a database	4	3	2	1
u.	Using the Database Query command to locate or delete database records	4	3	2	1
v.	Defining criteria for searching for a database	4	3	2	1
w.	Creating simple macros	4	3	2	1
x.	Writing and debugging a keystroke macro	4	3	2	1
y.	Using the Learn feature to have 1-2-3 record macro keystrokes automatically	4	3	2	1
z.	Altering the flow of a macro based on the input	4	3	2	1
aa.	Using macro commands to prompt the user for input from the keyboard	4	3	2	1
bb.	Using macro commands to create menus	4	3	2	1
cc.	Using macro commands to control what the user sees on the screen	4	3	2	1

Index No. _____ Name _____

GRAPHICS SKILLS ***(Complete this part only if you need Harvard Graphics training and have previous experience with presentation graphics software.)***

Please indicate the version of Harvard Graphics which you will be using:

Harvard Graphics 3.0 for DOS _____ ***Other*** *(please specify)* _____

1. Please rate your Harvard Graphics skills (check one descriptor):

   a. _____ I am a complete beginner.

   b. _____ I know something about graphics concepts in general, but am unfamiliar with Harvard Graphics commands.

   c. _____ I know the basics functions of Harvard Graphics.

2. Indicate how you principally use or intend to use Harvard Graphics (check one of the following):

   a. _____ Enhancement of presentations and reports with a variety of charts and graphs.

   b. _____ Preparation of newsletters, brochures, or reports.

   c. _____ Preparation of books, manuals or other multi-page publications.

3. Rate on a scale of 1 to 4 your familiarity with the following Harvard Graphics functions. Circle the number which best describes your rating where:

> 1 = I am unfamiliar with the function and am unsure what it involves.
> 2 = I have heard of the function, but I would need training to use it.
> 3 = I can carry out the function with occasional reference to a manual.
> 4 = I can carry out the function without any reference to a manual.

a.	Cursor movement and navigation within the Harvard Graphics environment	4	3	2	1
b.	Working with Text Chart format options, including size and placement of bullets, and attributes such as italics, bold, underline and colors	4	3	2	1
c.	Working with Organization Charts diagramming the reporting structure of an organization displaying up to eight levels	4	3	2	1
d.	Working with Bar/Line Charts in an X-Y axis format	4	3	2	1
e.	Enhancing the chart using overlap and three-D, colors, patterns and legends	4	3	2	1
f.	Working with single and double pie charts using link, rotate and proportional pies to better relate correlating data	4	3	2	1
g.	Enhancing the pie chart by separating slices and using colors and patterns for emphasis	4	3	2	1
h.	Drawing for the addition of text, lines and pre-drawn symbols	4	3	2	1
i.	Enhancing the appearance of the charts with fonts, colors, text enhancements, background drawings and other options	4	3	2	1
j.	Creating drawings and annotated charts	4	3	2	1
k.	Using symbols to enhance a chart	4	3	2	1
l.	Creating symbols and logos	4	3	2	1
m.	Importing and exporting files	4	3	2	1
n.	Using templates	4	3	2	1
o.	Creating and editing a presentation and ScreenShow	4	3	2	1
p.	Designing and creating an organizational chart with multiple levels using options for subordinates and the last level	4	3	2	1

UNITED NATIONS **ST**

Secretariat

ST/IC/1995/73
8 November 1995

INFORMATION CIRCULAR

To: Members of the staff

From: The Assistant Secretary-General for Human Resources Management

Subject: MULTILINGUALISM*

1. The purpose of the present circular is to bring to the attention of the staff General Assembly resolution 50/11, which was adopted on 2 November 1995.

2. Paragraph 3 of the resolution reads as follows:

> "Also requests the Secretary-General to ensure that the use of another of the six official languages is duly encouraged and taken into account, particularly when promotions and incremental steps are under consideration, in order to ensure the linguistic balance of the Organization."

3. Pursuant to this, staff members at all levels are encouraged to make full use of the language training facilities available to them in the Secretariat.

4. The above-mentioned resolution has also been brought to the attention of the appointment and promotion bodies, which will take its provisions into account when reviewing proposals for promotion of staff.

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* Personnel Manual index No. 4420.

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UNITED NATIONS

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Secretariat

ST/IC/1995/74
13 November 1995

INFORMATION CIRCULAR

To: Members of the staff

From: The Assistant Secretary-General for Human Resources Management

Subject: SUSPENSION OF THE GRANTING OF PERMANENT AND PROBATIONARY APPOINTMENTS

1. Reference is made to Secretary-General's bulletin ST/SGB/280, by which the granting of all new permanent and probationary appointments was suspended effective 13 November 1995.

2. As a transitional measure, however, permanent appointments will be granted to staff members whose cases had been considered and who were recommended for conversion to permanent status before 13 November 1995 by an appointment and promotion panel or by the Appointment and Promotion Board. Permanent appointments will also be granted to staff members whose cases had been considered and who were recommended for conversion to permanent status before 13 November 1995 by an appointment and promotion committee, subject to review by and the concurrence of the Appointment and Promotion Board. These conditions will be strictly applied.

3. Effective immediately, departments and offices are requested to refrain from recommending any conversion to permanent status or from making submissions indicating that a staff member would have been recommended for a career appointment had the suspension not been in effect. Should such recommendation or submission be made, it will be returned to the originating department or office and will not be given effect in the future.

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